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ABSTRACT

This is a follow-up study on the characteristics, activities, and opinions of a sample of 1978 high school graduates of the Los Angeles (California) Unified School District one year after graduation. The report compares responses made at the time of graduation and those made a year after. The study found that: 1) the percentage of respondents who reported that they were currently attending school was greater for 1978 graduates than comparable figures reported in similar studies conducted between 1948 and 1973; 2) a smaller percentage of 1978 graduates reported that they were currently working than was the case with graduates of previous years; 3) the percentage of 1978 graduates who reported that they were going to school in 1979 was greater than the percentage who indicated in 1978 that they planned to do so; 4) the percentage of 1978 graduates who reported that they were combining schooling with working in 1979 was smaller than the percentage who planned to do so in 1978; and 5) respondents' opinions on the relative importance of courses in the senior high school curriculum shifted from emphasis on subject areas (government, English, music, and art) in 1978 to emphasis on job skills development, driver education, and health education in 1979. (Author/MJL)

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FOLLOW-UP OF THE 1978 GRADUATES IN THE LOS ANGELES UNIFIED SCHOOL DISTRICT

PUBLICATION NO. 376

A Report Prepared by the
Research and Evaluation Branch
of the
LOS ANGELES UNIFIED SCHOOL DISTRICT

April 1980

UD 022 316

LOS ANGELES UNIFIED SCHOOL DISTRICT

WILLIAM J. JOHNSTON
Superintendent

This report was prepared by
Mildred Murry Caldwell

APPROVED:

FLORALINE I.STEVENS
Director
Research and Evaluation Branch

JOSEPH P. LINSCOMB
Associate Superintendent, Instruction

FOREWORD

The follow-up on plans of the Los Angeles Unified School District (LAUSD) graduates is conducted at 5-year intervals to provide information on those who continue their education, enter the labor markets, or follow other pursuits. The study also includes graduates' opinions of their senior high school programs 1 year after graduation.

The 1979 respondents were a stratified random sample of the 1978 graduates whose plans were reviewed during that year. The 1979 graduates represent the 49 regular senior high schools, continuation high schools, opportunity centers, and alternative schools.

This report does not include adult school students who might have attended high schools in other districts and, after a considerable lapse of time, enrolled in the LAUSD's Division of Career and Continuing Education.

We appreciate the cooperation of the LAUSD graduate respondents and the LAUSD staff who made this study possible.

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GENERAL OVERVIEW

The Follow-up Study of the 1978 Graduates is one in a series of such surveys of senior high school graduates. These surveys have been conducted in the Los Angeles Unified School District (LAUSD) since 1949 and are published at 5-year intervals. Participants in this study graduated in 1978 from 49 regular senior high schools, 4 continuation high schools, 2 alternative schools, and 2 opportunity centers.

Respondents for the 1979 follow-up were drawn from the 1978 graduates reported in Plans of the 1978 Graduates. During the week of April 25, 1979, a two-part questionnaire (see Appendix) was sent by first class mail to 3 of every 10 graduates who had responded to the 1978 survey of plans. There was one exception to this sampling scheme. In the case of 1978 respondents from the 10 regular senior high schools with the lowest level of family income according to ESEA Title I rank, the sample size was increased from 3 in 10 to 4 in 10. On the basis of this two-part sampling strategy, 6,739 of the 21,225 1978 participants were selected to receive the 1979 questionnaire.

By August 1979, 1,687 questionnaires (25%) had been completed and returned. Approximately 4,000 other questionnaires (59.4%) were returned with the notations, "Moved, No Forwarding Address" or "Unknown at this Address." Three parents completed the form for their deceased sons.

Of the 1979 respondents, 58% were female and 41% were male in comparison to the 1978 respondents who consisted of 51% female and 47% male.

Racial/ethnic data in Table 1 (Appendix A) compare 1978 respondents to the total district, the senior high schools, and the 1979 follow-up. Racial/ethnic data are also listed for the 1973 graduates and their follow-up in 1974.

SOURCES OF DATA

Most of the present data were drawn from the questionnaire that the sample of 1978 graduates completed 1 year after graduation. However, in an attempt to verify or extend the findings, additional information was drawn from previous studies in this series and from other Research and Evaluation Branch reports.

The follow-up questionnaire provided two kinds of information. In the first part of the questionnaire, respondents reported on their educational and/or vocational activities for the week of May 6-12, 1979 as well as on their high school courses that prepared them for these activities. In the second part of the instrument, questions focused on participants' opinions of their high school programs. Part II also asked for written comments.

PROCEDURES

Data from the two-part questionnaire were analyzed by total group and by subgroup (cohort year) of respondents. From these analyses, Table 2

presents a historical perspective of the educational and vocational activities 1 year after graduation, of LAUSD senior high school graduates at 5-year intervals from 1948 through 1978.

Educational and vocational activities for 1978 graduates, as reported in May 1979, are shown by administrative areas and schools in Table 3.

Table 4 presents educational and vocational information in terms of student sex and the five racial/ethnic categories defined by the United States Office for Civil Rights (OCR).

Table 5 shows a list of schools, colleges, and universities that the 1978 graduate respondents were attending in May 1979. Again, data are presented by student group (racial/ethnic and male/female).

Table 6 lists vocational activities for those respondents not enrolled in a post-high school educational program in May 1979. A summary of educational and vocational activities for the 1979 respondents is shown in Table 3.

Students' opinions of their senior high school programs are recorded by group (racial/ethnic and male/female) in Table 7; median ratings (from a 4-point scale, strongly agree to strongly disagree) are shown for each item in the 1978 and the 1979 studies. Student comments are summarized in the section on findings.

FINDINGS

Findings are presented according to (a) information gathered and analyzed on the respondents, (b) their educational and vocational activities for May 1979, and (c) their opinions of their senior high school programs 1 year after graduation. Comments were made by approximately one-half of the respondents. Where appropriate, comparisons are drawn between responses made at the time of graduation and those made 1 year after graduation. Comparisons between the results reported in the 1978 and 1979 studies and results found in previous studies at 5-year intervals should be viewed with caution: there are differences in (a) the students sampled, (b) instruments used to gather the data, and (c) Board of Education policies regarding enrollment and graduation for high school seniors.

Respondents

Participants in the 1979 study seem to be comparable to the graduates surveyed in 1978. For example, more females than males responded, reflecting enrollment patterns in LAUSD schools. The highest percentage were graduates from senior high schools in Administrative Areas 10, 7, and 6; the lowest percentage had graduated from schools in Area 4. Approximately the same percentage of American Indian, Asian, and Hispanic students participated in both studies; however, a lower percentage of blacks and a higher percentage of whites responded in the 1979 survey. For the purposes of the 1978 and the 1979 studies, the graduates identified their

own racial/ethnic group. For the District surveys, teachers determined student ethnicities according to visual identification criteria supplied by OCR.

Part I: Educational and Vocational Activities in May 1979

A higher percentage of 1978 graduates reported attending a school, college, or university full- or part-time 1 year after graduation than was the case in graduates surveyed in previous studies, 1948 - 1973. Conversely, a smaller percentage of the 1978 graduates were working full- or part-time. The number of respondents enrolled full-time in a 4-year college or a vocational/technical school was greater than the number attending a 2-year college. Two major changes are seen in the smaller percentage of respondents indicating they are homemakers or serving in the military (Table 2).

Data on the 1974 respondents' educational and vocational activities were analyzed by administrative area, school and total group, and were then compared to the plans stated by graduates in 1978. The percentage of respondents indicating in 1979 that they were attending a 4-year college full- or part-time and working full- or part-time 1 year after graduation was greater than the percentage who had indicated 2 weeks before 1978 graduation that they planned to be involved in these activities. The percentage attending a 2-year college or a vocational/technical school in 1979 was almost equal to the 1978 plans for such attendance; conversely, the percentage of 1978 participants who planned to combine school with work was considerably more than for those who reported that they were actually attending school part-time and working part-time on May 1979 (Table 3).

Analysis of the plans of 1978 graduates, in comparison to actual activities reported in 1979 for student groups (racial/ethnic and male/female), followed the same pattern of findings by administrative area and total group as shown above. That is, a greater percentage of the 1978 graduates reported attending a 4-year college or a vocational/technical school than was indicated in the plans. The percentage of the 1979 respondents who combined going to school with working was smaller than indicated in the June 1978 plans (see Table 4).

Further analysis of the educational institutions attended in 1979 revealed that the majority of graduates were enrolled in 17 of the 22 most popular schools, colleges, or universities the 1978 graduates planned to attend. Of these, California State University at Northridge, Los Angeles Pierce College, and the University California at Los Angeles were the three most popular (see Table 5).

Analysis of the responses of 1978 graduates working and not enrolled in a post-high school educational program revealed that Hispanics had the greatest percentage working (20.6%) and the Asians the least (5.7%). Sixteen percent of all respondents reported they were working. Secretarial/clerical, merchandising/sales/credit, and food services were the three most popular vocational fields reported by the 277 participants who were working and not enrolled in an educational program in 1979 (see Table 6).

Forty-two percent of the respondents did not answer the item about courses they should have taken but did not. However, 20% of those who did respond indicated they felt they should have taken business education, 6% foreign language, 5% mathematics or laboratory science, and 4% additional English classes. There were courses the graduates reported they would like to take but had not, such as business education (28%), foreign language (7%), mathematics (5%), and English and fine arts (4%).

By racial/ethnic group, the highest percentage of respondents attending a school, college, or university full- or part-time were the Asians (90.6%), followed by blacks (78.8%), whites (76.4%), Hispanic (68.3%), and American Indians (47.1%). In summary, the percentage of participants in the 1979 study who reported going to school was greater than the percentage of those planning to do so in June 1978 (see Table 7).

Part II: Respondents' Opinions of Their Senior High School Program 1 Year After Graduation

Responding 1 year after graduation, more than half of the 1978 graduates rated their senior high school programs good to excellent. Median ratings for the total group ranged from 1.70 to 3.50 on a 1 - 4, strongly disagree--strongly agree, scale. This range was greater in the 1979 study for the racial/ethnic groups, male/female, and total group of respondents than in the 1978 study (Table 8).

In 1979, 63% of the items received the highest ratings from the black graduates, while in 1978 75% received the highest ratings from the Hispanics. The majority of the lowest ratings were given by white and American Indian respondents. In both the 1978 and 1979 studies, differences in the ratings given by male and female respondents were smaller than those given by the racial/ethnic groups. Mathematics received one of the top five ratings in both studies, but the emphasis in 1978 high ratings (government, written English skills, music, and art) seemed to shift in 1979 from subject area to the need to develop job skills, to have a high school diploma, and to take courses in driver education and health education. Respondents in both studies agreed on the need for a more positive learning atmosphere and for more counseling time to help them with career and college planning as well as with school and personal problems.

Comments

Approximately one-half of the respondents wrote one or more comments. Of the 1,518 remarks, 410 were about equally divided between positive and negative views. The greatest number of comments focused on the faculty -- 200 on teachers and 138 on counselors. More than 75% of those commenting on counseling expressed the need for more counseling time.

Remarks about the curriculum expressed the need for students to develop their study skills and English skills, mostly reading and writing. Many who continued their education wished they had received more help with orientation to college. Sixty-five respondents commented on the need for stricter discipline. Some respondents thanked LAUSD for their education,

especially for those classes that helped them prepare for the activities in which they reported being engaged.

The comments and excerpts below are representative of those made by the total group.

Instruction

- I felt my high school was a very good experience, both academic and nonacademic ... There's not enough opportunity to progress as an average student.... I feel that a lot of the classes were either too easy or too hard for many students. I would suggest intermediate classes for students in this situation....

- The classes I took in high school were basically academic, and I was well prepared for the classes I took at UCLA. However, in high school we need more English courses....

- There should be more preparation in English classes on writing format used in college. If the freshman already knows the forms of writing that are expected of him, he has half of the freshman battle completed. Thanks....

- Being in college has taught me how little I was prepared for further education in high school. There should be a required course in the senior year for college preparatory students to teach them how to discipline themselves in the area of how to take notes, how to study, how to write papers, and most importantly, how to budget your time....

- It would be nice if they added a class in mandatory subjects called "The Reality of Life"....

- The government classes taught today seem to emphasize the beginnings of the American government and breeze over the current governmental policies and structure. I think we're going about this in the wrong way. The current government should be strongly emphasized over the early days of government....

- High school gave me a whole different outlook on life. I made friends with different ethnics, and got different views of life from those people. Sports really disciplined my mind so that I can do things now that I would have put off....

- I feel the best program at the high school level was mathematics. It prepared me for my math classes at UCLA....

- I wish my high school had a better and bigger Business Department....

- During the 12th grade, I enrolled in the ROC program offering several classes after school and on Saturdays. I picked the Bank Teller class, and at the end of the semester, I got a job with Bank of America. I've been there now for a year and a half. I just want to say, the opportunity is there, take it! ....

- My high school helped me by the classes I took. I expected to get a clerical job, but instead was hired as a CRT Operator/Data Entry Clerk. I'll always remember how beneficial the courses I took were....

Staff

- The quality of classes varied greatly depending upon the teacher. Some were very stimulating, others apathetic. Fortunately, I got a good many of the stimulating ones....

- It was three good years. My teachers were very understanding, and they always emphasized that your future is no good without a high school education. Thank you....

- I feel there should be more time helping students take courses that will apply to future careers....

- The diploma comes in handy at times. The Career Room they have was very interesting, and it helped a lot. Now I have a good job and really enjoy it.

Personal

- My high school years were very important years for value judgments and character. Being in college in England, I found that all of the values and character I learned in high school (as well as at home) held firm. My teachers in high school gave me good preparation, for my grades in college have given me a 3.7 GPA....

- High school is not just a job training facility, but a place to grow and understand yourself....

- My high school experience was one of the most fulfilling parts of my life. I was involved in activities which made involvement in academics easier....

- While in high school, it is a little difficult to appreciate it. Yet, looking back, I realize it was a worthwhile experience....

- No person should be denied the experience....

- I like it! It was "good" for me, because I took courses that were important to me... My high school years were the best school years of my life.

- In high school I felt that I was just waiting it out. Now that I have been out for a while, I feel that it helped me quite a lot. I'm glad that I struggled through it and didn't give up....

- Through high school I did just enough to get by. The opportunity was there to learn but the environment wasn't. I wanted to go to a 4-year university, but did not because I did not realize that in the ninth grade, you're in the running....

- My school experience was good solely because I wanted it to be good. I deliberately took the harder classes and now have a 4.0 GPA in college. Obviously my high school education paid off!

- My high school was not bad at all. I guess those were the years in which you try and find yourself. You don't really appreciate what you have because you may be looking in a far away place instead of your surroundings, as in my case. But my high school was good to me, I just wish I would have realized it then instead of now....

- I use my brain more in my present job than I ever did in high school (maybe I'm maturing).

General

- All in all, I have good feelings about my high school education. It provided me with the background I've needed in college (CSUN and UCLA)....

- In comparison with the high school experiences of my friends at college, my high school is not a strong preparatory school. I have found that I need to work much harder than others at times, simply because they have already covered the material in some form in high school....

- In my opinion, the schools in general need to create an atmosphere in which students are encouraged to learn for the sake of learning, not for grades only. The alternative school method of teaching is a good beginning....

- High school in California is very different. It's easier out here than in Nebraska...

- I only attended California high schools for my senior year. Compared to New York high schools, I found California had a better choice of curriculum and more efficient schools as far as discipline goes..

- I discovered at Harvard that my high school was excellent on a national scale. This I hadn't known before... I would like to see a change in areas where minority schools are located, as to better facilities, equipment and teachers....

- Need more money to have better supplies for a better education...

- Going to an east side, minority high school was an extremely valuable experience. An excellent atmosphere for learning, but mostly, for preparing me for life.

- In my opinion, it does not matter where your high school is located or how things are taught, if a student is interested in a subject, he or she will learn that subject...

- My three years in high school were most rewarding, both academically and athletically. I felt my high school education was hampered because of lack of facilities. But on the other hand, I had some good teachers in certain courses that more than made up for the lack of learning facilities...

- Being in student council gave me an opportunity to see what was being done for the school. From what I was able to see, I realize too much time was wasted on nonimportant issues. Student councils should motivate students to participate in realistic issues, especially those involving their community and country. They should devote more time to that than to school dances...

- My experience in high school was most enjoyable. The faculty and administration I felt were excellent. The classes and extracurricular studies were very educational and pleasing. In my senior year I had the pleasure of serving as Student Body President....

- High schools should emphasize the need for human understanding. Students should be steered in the direction of human growth. I was taught how to do things, but I was never taught how to learn. I was asked questions, but I was not taught how to ask them. Searching and probing into the human condition is not

even mentioned. Hate and wars are discussed but not love, and relationships are not even touched upon. Psychology is taught as fact, when a larger percentage of it is theory. Is not understanding anger as essential as finding a job?

SUMMARY OF FINDINGS

A summary of findings on the educational and vocational activities of the 1978 graduates 1 year after graduation is as follows:

1. Respondents in the 1979 follow-up study seemed to be similar to those in the 1978 survey (ratios of male/female, racial racial/ethnic groups, percentage representing schools in each administrative area).

2. The percentage of 1978 graduates reporting they were attending a school, college, or university in May 1979 was greater than that reported in previous studies, 1948- 1973; conversely, a smaller percentage reported they were working than was the case in previous years.

3. The percentage of 1978 graduates reporting they were going to school in 1979 was greater than the percentage who indicated in June 1978 that they planned to do so.

4. The percentage of 1978 graduates who reported they were combining going to school with working was smaller than the percentage who said in June 1978 that this was their plan.

Mathematics received one of the five highest ratings in the 1978 and 1979 studies. The overall high ratings emphasizing subject areas (government, written English, music, and art) in 1978 shifted in 1979 to the need to develop job skills, to have a high school diploma, and to take courses in driver education and health education. Respondents in both studies agreed on the need for a more positive learning atmosphere and for more counseling time to help students with career and college planning as well as with school and personal problems. Remarks about the curriculum emphasized the need for students to develop their study skills and English skills, mostly reading and writing. Some who continued their education wished they had received more help with orientation to college.

CONCLUSIONS

Of the 6,739 potential respondents, only 1,687 of the 1978 graduates completed and returned the 1979 questionnaire. The size of the return is primarily due to graduates' moving between June 1978 and May 1979. To attempt to convey all the possible findings implications, and recommendations representing the total sample would require a search for and interview of the currently missing respondents -- a task tantamount to conducting a totally new study. Even within these constraints, the 1978 graduate respondents appear to be similar to those responding to the survey

in 1979. Thus, conclusions involving both studies, tempered by some caution, can be drawn.

One of the major conclusions is the apparent shift in post-high school activities for the 1978 graduates compared to the plans they reported the previous year and compared to respondents in other studies in this series. That is, the percentage of 1978 graduates attending a school, college, or university in 1979 was greater than the percentage who indicated in 1978 that they planned to continue their education. The 1979 percentage continuing their education was also higher than that reported in previous studies, 1948-1973. Conversely, a smaller percentage of respondents in 1979 reported that they went to work after graduation.

Although the 1979 respondents would like the senior high school curriculum to provide greater emphasis on student development of their study and English skills and on counseling, many expressed their appreciation to LAUSD for their teachers and their high school courses of study.

APPENDIX A

Tables 1-7

Table 1

Racial/Ethnic Percentages of Respondents, 1973-74 and 1978-79

Racial/Ethnic Group	Total LAUSD 1978	Senior High 1978	Respondents 1978	1979	1973	1974
American Indian/ Alaskan Native	0.6%	0.5%	1.2%	1.0%	1.0%	0
Asian/Pacific Islander	6.5	7.1	9.0	11.4	5.0	7.2
Black (Not Hispanic)	24.8	25.7	21.8	14.3	18.0	16.8
Hispanic	38.5	27.4	17.5	16.7	16.0	13.6
White (Not Hispanic)	29.5	39.4	44.5	53.2	58.0	53.6
No Answer/Others	--	--	6.0	3.4	2.0	8.8

Table 2

Historical Perspective: 1948 - 1978 Graduates'
Educational and Vocational Activities
1 Year After Graduation

Group	Number of Graduates						
Year of Graduation	1948	1953	1958	1963	1968	1973	1978
In Class	15,173	14,226	17,507	25,020	32,199	33,163	31,008
In Follow-Up Study	1,419	738	889	3,263	4,950	4,228	1,687

Activity	Percentage of Respondents						
	1948	1953	1958	1963	1968	1973	1978
Education							
4-year college	19%	19%	26%	30%	28%	32%	39.8%
2-year college	21	23	32	29	37	30	18.2
Vocational/Technical	0	0	1	2	2	3	3.1
Part-time college only	-	-	-	-	-	-	2.5
Part-time college work	-	-	-	-	-	-	10.4
Total Education	40	42	59	61	67	65	74.0
Vocational							
Work	37	36	27	27	23	26	17.2
Apprentice	-	-	-	-	-	-	.9
Military	5	3	5	5	4	2	.9
Homemaker	6	6	5	3	2	2	.8
Unemployed	10	9	3	2	2	3	
Total Vocational	58	54	40	37	31	33	19.8
Other	2	4	1	2	2	2	5.2
No Answer	-	-	-	-	-	-	1.0
Total Participation	100	100	100	100	100	100	100

TABLE 3

Educational and Vocational Activities of 1978 Graduates
In LAUSD, May 6-12, 1979

Area, School	Location Code	Number of Respondents	Activities by % of Respondents											
			4-year College	2-year College	Voc. Tech. School	Part-time Student	Part-time School/ Work	Part-time School/ Home	Work	Apprentice Program	Military Service	Homemaker Only	Other	N/A
Area 1														
Banning	8529	26	42.3	19.2	3.8	0	11.5	0	7.7	0	0	11.5	0	3.8
Carson	8575	33	18.2	24.2	3.0	6.1	9.1	0	27.3	0	0	9.1	0	3.0
Gardena	8664	39	51.3	15.4	0	5.1	5.1	0	17.9	0	0	2.6	0	2.6
Narbonne	8779	37	43.2	13.5	2.7	2.7	18.9	0	16.2	0	0	2.7	0	0
San Pedro	8850	68	26.5	23.5	2.9	1.5	11.8	1.5	25.0	2.9	0	1.5	2.9	0
Total # 1		203	35.0	19.7	2.5	3.0	11.3	.5	20.2	1.0	0	4.4	1.0	1.5
Area 2														
Bell	8536	24	25.0	29.2	8.3	0	8.3	0	12.5	4.2	0	8.3	0	4.2
Huntington Pk.	8700	32	25.0	28.1	6.3	0	9.4	0	25.0	3.1	0	3.1	0	0
Jefferson	8714	13	15.4	30.8	0	0	7.7	0	30.8	0	0	0	15.4	0
Jordan	8721	12	25.0	25.0	0	8.3	8.3	0	16.7	0	0	16.7	0	0
South Gate	8871	24	33.3	12.5	0	0	16.7	4.2	20.8	0	12.5	0	0	0
Total # 2		105	25.7	24.8	3.8	1.0	10.5	2.9	19.0	1.9	2.9	4.8	1.9	1.0
Area 3														
Fremont	8650	18	44.4	16.7	0	11.1	0	0	16.7	0	5.6	5.6	0	0
Locke	8733	27	22.2	33.3	0	3.7	3.7	0	14.8	0	7.4	14.8	0	0
Manual Arts	8743	11	18.2	27.3	0	0	27.3	0	0	0	0	9.1	0	0
Washington	8928	20	35.0	55.0	5.0	10.0	10.0	0	10.0	5.0	0	5.0	0	0
Westchester	8943	35	42.9	14.3	0	2.9	11.4	0	20.0	0	0	0	8.6	0
Total # 3		111	34.2	19.8	3.6	5.4	9.0	0	14.4	.9	2.7	6.3	2.7	.9

Table 3, continued

Area, School	Location Code	Number of Respondents	Activities by % of Respondents: 4-year College	2-year College	Voc. Tech. School	Part-time Student	Part-time School/ Work	Part-time School/ Home	Work	Apprentice Program	Military Service	Homemaker Only	Other	N/A
Area 4														
Crenshaw	8596	19	42.1	5.3	5.3	5.3	10.5	0	26.3	0	0	5.3	0	0
Hamilton	8686	19	57.9	21.1	0	10.5	0	0	10.5	0	0	0	0	0
Palisades	8797	45	60.0	24.4	0	0	15.5	0	0	0	0	0	0	0
University	8886	35	68.6	14.3	0	2.9	5.7	0	5.7	0	0	0	2.9	0
Venice	8907	50	40.0	16.0	4.0	2.0	12.0	0	18.0	0	0	6.0	0	2.0
Total # 4		168	53.6	17.3	1.8	1.8	11.3	0	10.7	0	0	2.4	.6	
Area 5														
Belmont	8543	45	40.0	15.6	4.4	6.7	6.7	0	8.9	0	2.2	6.7	0	8.9
Dorsey	8600	24	50.0	12.5	0	4.2	0	0	20.8	4.2	0	4.2	0	4.2
Fairfax	8621	30	60.0	13.3	0	3.3	10.0	0	3.3	0	3.3	0	6.7	0
Hollywood	8693	25	56.0	24.0	0	0	8.0	0	12.0	0	0	0	0	0
Los Angeles	8736	31	48.4	16.1	0	3.2	3.2	0	22.6	0	0	3.2	0	3.2
Total # 5		155	49.7	16.1	1.9	3.2	5.8	0	12.9	.6	1.3	3.2	1.3	3.9
Area 6														
Garfield	8679	39	35.9	20.5	7.7	5.1	7.7	0	15.4	0	2.6	2.6	0	2.6
Lincoln	8729	22	50.0	8.1	9.1	4.5	0	0	18.2	4.5	0	4.5	0	0
Roosevelt	8829	45	20.0	20.0	8.1	0	11.1	0	20.0	4.4	0	11.1	0	4.4
Wilson	8618	37	35.1	18.9	8.1	5.4	13.5	16.2	0	0	0	2.7	0	0
Total # 6		143	32.9	18.2	8.4	3.5	9.1	0	17.5	2.1	.7	5.6	0	2.1
Area 7														
Eagle Rock	8614	24	33.3	8.3	4.2	4.2	20.8	0	25.0	0	0	0	4.2	0
Franklin	8643	23	60.9	13.0	4.3	0	0	0	13.0	0	0	4.3	0	4.3
Marshall	8750	46	39.1	30.4	0	0	8.7	0	6.5	0	0	15.2	0	0
Verdugo Hills	8914	41	29.3	19.5	2.4	0	9.7	0	26.8	0	2.4	0	9.7	0
Total # 7		134	38.8	20.1	2.2	.7	9.7	0	17.2	0	.7	6.0	3.7	.7

Table 3, continued

Area, School	Location Code	Number of Respondents	Activities by % of Respondents: 4-year College	2-year College	Voc. Tech. School	Part-time Student	Part-time School/ Work	Part-time School Home	Work	Apprentice Program	Military Service	Home maker	Other	N/A
Area 8														
Francis "Poly"	8636	48	39.6	12.5	0	4.2	16.7	0	20.8	0	2.1	2.1	2.1	0
Grant	8683	45	31.1	28.9	2.2	4.4	17.8	0	8.9	0	0	0	6.7	0
N. Hollywood	8786	29	51.7	20.7	0	0	10.3	0	13.8	0	0	0	3.4	0
San Fernando	8843	14	35.7	7.1	14.3	0	14.3	0	28.6	0	0	0	0	0
Van Nuys	8893	27	55.6	3.7	0	3.7	22.2	0	11.1	0	0	0	3.7	0
Total # 8		163	41.7	16.6	1.8	3.1	16.6	0	15.3	0	.6	.6	3.7	0
Area 9														
Birmingham	8557	35	34.3	22.9	5.7	2.9	25.7	0	8.6	0	0	0	0	0
Granada Hills	8481	78	51.3	23.1	2.6	0	5.1	0	14.1	1.3	0	0	2.6	0
Kennedy	8725	41	41.5	4.9	2.4	2.4	14.6	0	29.3	0	2.4	0	2.4	0
Monroe	8768	16	18.6	31.3	0	6.3	6.3	0	18.6	0	0	6.3	12.5	0
Reseda	8814	26	19.2	19.2	3.8	3.8	23.1	0	23.1	3.8	0	0	3.8	0
Sylmar	8878	34	23.5	5.9	0	0	23.5	0	29.4	0	2.9	2.9	11.8	0
Total # 9		230	37.0	17.4	2.6	1.7	14.8	0	19.6	.9	.9	.9	4.3	0
Area 10														
Canoga Park	8671	44	29.5	15.9	2.3	0	13.6	0	29.5	0	0	2.3	6.8	0
Chatsworth	8583	47	42.6	23.4	2.3	0	23.4	0	8.5	0	0	0	0	0
Cleveland	8590	30	30.0	20.0	6.7	0	10.0	0	30.0	0	3.3	0	0	0
El Camino Real	8617	88	48.9	14.8	2.3	0	14.8	0	12.5	0	2.3	0	4.5	0
Taft	8880	47	51.1	21.3	0	2.1	14.9	0	4.3	2.1	0	0	4.3	0
Total # 10		256	42.6	18.4	2.3	.4	15.6	0	15.2	.4	1.2	.4	3.5	0

Table 3, continued

Area, School	Location Code	Number of Respondents	Activities by % of Respondents											
			4-year College	2-year College	Voc. Tech. School	Part-time Student	Part-time School/ Work	Part-time School Home	Work	Apprentice Program	Military Service	Home maker	Other	N/A
Summary														
Area 1		203	35.0	19.7	2.5	3.0	11.3	.5	20.2	1.0	0	4.4	1.0	1.5
Area 2		105	25.7	24.8	3.8	1.0	10.5	2.9	19.0	1.9	2.9	4.8	1.9	1.0
Area 3		111	34.2	19.8	3.6	5.4	9.0	0	14.4	.9	2.7	6.3	2.7	.9
Area 4		168	53.6	17.3	1.8	1.8	11.3	0	10.7	0	0	2.4	.6	.6
Area 5		155	49.7	16.1	1.9	3.2	5.8	0	12.9	.6	1.3	3.2	1.3	3.9
Area 6		143	32.9	18.2	8.4	2.5	9.1	0	17.5	2.1	.7	5.6	0	2.1
Area 7		134	38.8	20.1	2.2	.7	9.7	0	17.2	0	.7	6.0	3.7	.7
Area 8		163	41.7	16.6	1.8	3.1	16.6	0	15.3	0	.6	.6	3.7	0
Area 9		230	37.0	17.4	2.6	1.7	14.8	0	19.6	.9	.9	.9	4.3	0
Area 10		256	42.6	18.4	2.3	.4	15.6	0	15.2	.4	1.2	.4	3.5	0
Others (not identified)		19	5.3	10.5	10.5	0	10.5	0	31.6	5.3	0	5.3	15.8	5.3
Total Group		1,687	39.8	18.2	3.1	2.5	10.4	.1	17.2	.9	.9	.8	5.2	1.0
Plans of 1978 Graduates		21,225	30	18	4	1	21	-	9	1	2	-	4	-

Table 4

Educational and Vocational Activities of 1978 Graduates
1 Year After Graduation (May 1979),
by Racial/Ethnic Group, by Sex

Activity	Percentage of Respondents							
	Racial/Ethnic Groups					Sex		Total Group
	Am. Ind.	Asian	Black	Hisp.	White	Male	Female	
Full-time 4-year College	29.4	63.0	31.1	30.6	40.3	41.6	38.6	39.8
Full-time 2-year College	17.6	13.5	22.8	18.9	17.7	20.0	16.9	18.2
Full-time Vocational Technical School	--	1.0	4.1	6.8	2.1	2.2	3.7	3.1
Part-time Student only	--	2.6	5.0	2.1	1.9	2.7	2.3	2.5
Part-time Student/ Part-time Work	11.8	6.8	8.7	9.3	12.0	10.6	10.3	10.4
Part-time Student/ Part-time Home	--	--	--	.4	--	--	.1	.1
Part-time/Full-time Work	11.8	6.3	15.8	20.3	19.0	13.4	19.8	17.2
Apprenticeship	--	--	1.2	1.8	.7	2.1	--	.9
Military	--	1.0	1.2	.7	.9	2.1	.1	.9
Homemaker	5.9	--	.8	1.4	.7	--	1.4	.8
Other	17.6	3.1	8.3	6.4	4.1	4.5	5.6	5.2
No Answer	5.9	2.6	.8	1.4	.6	.8	1.3	1.0

Table 5

Educational Activities of 1978 Graduates By Group --
Racial/Ethnic and Male/Female --
1 Year After Graduation, May 1979

Number of Respondents

School/College, University	Racial/Ethnic Group						Sex		Total	Rank
	Am. Ind.	Asian	Black	Hisp.	White	N/A	Male	Female	Group	(top 25)
Air Force Academy					3		3		3	
Arizona State University					2		1	1	2	
Azusa Pacific College		1						1	1	
Biola			1				1		1	
Brigham Young University					2		1	1	2	
California Institute Technology		1						1	1	
California Lutheran					3			3	3	
California State Universities, Colleges										
Cal Poly St University, San Luis Obispo		1			6		4	3	7	
Cal St College, Dominguez Hills	1	6	1	1	7		4	12	16	19.5
Cal St College, Stanislaus					1			1	1	
Cal St Poly University, Pomona			4	5			4	5	9	
Cal St University, Chico				1			1		1	
Cal St University, Fresno			1		1		2		2	
Cal St University, Fullerton			3	1	1		2	3	5	
Cal St University, Long Beach		14	11	12	20	2	20	39	59	6
Cal St University, Los Angeles		24	7	22	5	3	21	40	61	5
Cal St University, Northridge	1	18	10	14	127	5	99	76	175	1
Cal St University, Sacramento					1			1	1	
Humboldt St University					5		2	3	5	
San Diego St University		1	3		12		11	5	16	19.5
San Francisco St University		1			1		2		2	

Table 5, continued

Number of Respondents

School/College, University	Racial/Ethnic Group						Sex		Total	Rank
	Am. Ind.	Asian	Black	Hisp.	White	N/A	Male	Female	Group	(top 25)
San Jose St University			1		1		1	1	2	
Sonoma St College					1			1	1	
Central City Occupational Center			1		1		2		2	
Cerritos Community College		1		2	1	1		5	5	
Claremont Men's College				1	1		1	1	2	
Coast Guard Academy					1			1	1	
College of the Canyons			1		1		2		2	
Compton Community College			1					1	1	
East Los Angeles Skill Center			1		3	1	1	4	5	
El Camino College	1	4	18	1	8		10	22	32	14
Foreign School or College			1		1		1	1	2	
Glendale College		1	1	4	6		6	6	12	23
Harbor Occupational Center		1	1		1			3	3	
Harvard University				1	1		1	1	2	
Harvey Mudd College			1		1		1	1	2	
Immaculate Heart College			1					1	1	
La Verne College			1	1	2		2	2	4	
Long Beach City College						2	1	1	2	
Los Angeles Baptist College					2			2	2	
Los Angeles Community Colleges										
East Los Angeles College		4		29	5	3	14	27	41	12
Los Angeles City College		10	13	12	6	1	17	25	42	10.5
Los Angeles Harbor College	2	4	13	5	31	2	28	29	57	7
Los Angeles Pierce College		6	1	1	108	4	58	62	120	2
Los Angeles Southwest College			14				2	12	14	21.5
Los Angeles Trade-Tech College		1	11	19	4		26	9	35	13
Los Angeles Valley College		4	1	6	53	4	26	42	68	4
West Los Angeles College		2	13		5		10	10	20	18

Table 5, continued

Number of Respondents

School/College, University	Racial/Ethnic Group						Sex		Total	Rank
	Am. Ind.	Asian	Black	Hisp.	White	N/A	Male	Female	Group	(top 25)
Loyola-Marymount College			1	2	5	2	5	5	10	24.5
Military School (not U.S. Academy)					1		1		1	
Moorpark College			1	1				2	2	
Naval Academy					1		1		1	
Mount St. Mary's		2	2	2	1			7	7	
North Valley Occupational Center					3		1	2	3	
Northern Arizona University					1			1	1	
Northrup Institute			1					1	1	
Occidental College				2	5	1	3	5	8	
Oregon State University		1				1	1	1	2	
Paramedical Occupational Center				1			1		1	
Pasadena City College					1		1		1	
Pepperdine University				1	4		2	3	5	
Pitzer College				1	2		1	2	3	
Point Loma			1					1	1	
Pomona College				2	4		2	4	6	
Reed College					1			1	1	
Rio Hondo College				1	2		1	2	3	
Santa Monica College		1	4	2	36		20	23	43	9
Scripps		1						1	1	
Stanford University		1	1		3		2	3	5	
University of California										
Berkeley		1	1	1	7		3	7	10	24.5
Davis		2			3	1	3	3	6	
Irvine		3	4	2	4	1	8	6	14	21.5
Los Angeles	2	28	7	9	50	4	47	53	100	3
Redlands										33

Table 5, continued

Number of Respondents

School/College, University	Racial/Ethnic Group						Sex		Total	Rank
	Am. Ind.	Asian	Black	Hisp.	White	N/A	Male	Female	Group	(top 25)
Riverside						1	1		1	
San Diego		4	7		13		11	13	24	15.5
Santa Barbara		1	1	2	16	4	9	15	24	15.5
Santa Clara		1	1				1	1	2	
Santa Cruz										
University of Colorado						3	2	1	3	
University of Hawaii					1			1	1	
University of Missouri					1		1		1	
University of the Pacific				2			1	1	2	
University of San Francisco					1			1	1	
University of Southern California		19	4	3	16		26	16	42	10.5
Venice Skill Center			1					1	1	
West Valley Occupational Center					1			1	1	
Whittier				1			1		1	
Yale University					1			1	1	
Other										
California Community College			1	1	7		3	6	9	
Out-of State Public 2-yr. College					4		1	3	4	
Out of State Public 4-yr. College			3		5		2	6	8	
Private College		3	1	6	10	3	9	14	23	17

Table 5, continued

Number of Respondents

School/College, University	Racial/Ethnic Group						Sex		Total	Rank
	Am. Ind.	Asian	Black	Hisp.	White	N/A	Male	Female	Group	(top 25)
Private Vocational School	1	1	12	11	25	2	7	45	52	8
Respondents attending school/college, university during May 1979	8	174	190	192	686	51	571	730	1,301	
Respondents working and not enrolled in post-high school program during May 1979	3	11	40	58	158	7	115	162	277	
Respondents attending school or working during May 1979	11	185	230	250	844	58	686	892	1,578	
Respondents who did not answer whether they were attending school or working	6	7	11	31	54	0	12	94	109	
Total number of respondents in this study	17	192	241	281	898	58	698	986	1,687	

Table 6

Vocational Activities Of 1978 Graduates By Racial/Ethnic And Total Group 1 Year After Graduation, May 1979

Industries	Number of Respondents by Racial/Ethnic Group						
	Am. Ind.	Asian	Black	Hispanic	White	N/A	Total
Agriculture			1				1
Aircraft			2		2		4
Athletics/Sports	1	1					2
Automotive			1	2	5	2	10
Bank/Savings, Loan			1	5	11	1	18
Bookkeeping/Account				1	3		4
Building Trades/Services	1		2	4	7	1	15
Civil Service			1			1	2
Cosmetology/Personal Dev.					1		1
Data Processing			3		5		8
Education/Classified		2	4	9	2	1	18
Food Services			1	5	21		27
Homemaker/Home Services			1	2	1		4
Hotel Management					1		1
Insurance		1	2	1	5		9
Manufacturing				2	8		10
Medical/Dental/Health			3	3	4		10
Merchandising/Sales/Credit			7	6	19		32
Military		1	1		2		4
Music/Art							
Printing			1		7		8
Oil					1		1
Real Estate					1		1
Secretarial/Clerical		5	5	9	29		48
Starting Own Business				1	3	1	5
Theatricals/Communication					7		7
Transportation	1		1	1	2		5
Trucking/Warehousing			2	5	3		10
Utilities		1		2	8		11
Writing			1				1
Total	3	11	40	58	158	7	277

Table 7

1978 Graduates' Opinions of Their Senior High School Program,
by Group --Racial/Ethnic and Male/Female --
1 Year After Graduation, May 1979

ITEM	Year	Median Ratings[a]							Total Group	
		Am. Ind.	Asian	Black	Hisp.	White	Male	Female	Number[b]	Median
14. The counseling staff at my high school gave me helpful advice in career counseling	1979	1.71	2.47	2.85	2.66	2.33	2.52	2.47	1,637	2.49
	1978	2.70	2.63	2.82	2.91	2.25	2.46	2.61	20,570	2.53
15. My high school courses in Government helped me to understand how national, state and local governments function . .	1979	2.90	2.86	3.02	2.97	2.88	2.99	2.86	1,662	2.92
	1978	3.53	3.60	3.71	3.69	3.50	3.63	3.55	20,886	3.59
16. Most of my high school classrooms provided a good learning atmosphere . .	1979	2.12	2.81	2.91	2.85	2.69	2.75	2.77	1,666	2.76
	1978	3.03	3.27	3.25	3.36	2.96	3.08	3.16	20,654	3.12
17. My English classes gave me an adequate preparation in written English skills that are suitable for my employment/ further education	1979	2.66	2.83	2.99	2.97	2.79	2.80	2.89	1,657	2.85
	1978	3.38	3.56	3.62	3.63	3.35	3.42	3.53	20,873	3.48
18. My high school offered preparation for a business career that is adequate for a clerical, merchandising data processing and/or bookkeeping position . .	1979	3.00	2.87	2.95	2.93	2.85	2.71	2.98	1,154	2.88
	1978	--	--	--	--	--	--	--	---	--
19. In general, my high school courses were too easy to be challenging . . .	1979	2.35	2.35	2.30	2.31	2.45	2.38	2.39	1,644	2.39
	1978	--	--	--	--	--	--	--	---	--
20. My high school courses helped me understand reports of scientific advancements that I have read about in newspapers and magazines	1979	2.12	2.60	2.58	2.55	2.36	2.59	2.35	1,565	2.45
	1978	--	--	--	--	--	--	--	---	--

Table 7, continued

ITEMS	Date	Median Ratings[a] Am. Ind.	Asian	Black	Hisp.	White	Male	Female	Total Group Number[b]	Median
21. Courses in my high school helped me understand the economics of inflation, recession, unemployment, strikes and lockouts	1979	2.35	2.29	2.77	2.50	2.21	2.39	2.32	1,536	2.35
	1978	--	--	--	--	--	--	--	---	--
22. My high school counseling staff gave me helpful advice about colleges and/or other post-high school educational programs	1979	2.11	2.75	2.96	2.85	2.56	2.69	2.68	1,645	2.68
	1978	2.78	3.09	3.05	3.12	2.57	2.76	2.88	20,871	2.82
23. Foreign language courses in my high school gave me some ability to speak and understand the language(s) I studied . .	1979	2.33	2.95	2.91	3.09	2.85	2.86	2.94	1,321	2.91
	1978	2.97	3.29	3.07	3.55	3.05	3.10	3.25	20,727	3.18
24. My physical education teacher took an interest in my developing the skills needed for active recreational sports . .	1979	2.91	2.75	3.05	2.91	2.77	2.89	2.79	1,617	2.83
	1978	3.06	3.09	3.17	3.18	2.81	2.99	2.99	20,751	2.99
25. Several of my high school courses helped me to become aware of the role of racial and ethnic minorities in the history of our country	1979	2.78	2.71	2.98	2.89	2.64	2.81	2.71	1,556	2.75
	1978	--	--	--	--	--	--	--	---	--
26. My high school experiences helped me learn how to get along with others of different racial or ethnic backgrounds . .	1979	3.37	3.08	3.02	2.96	2.75	2.82	2.91	1,644	2.87
	1978	--	--	--	--	--	--	--	---	--
27. The school counselors seemed to have time for meaningful discussions with me about school or personal problems	1979	2.33	2.27	2.75	2.47	2.11	2.28	2.26	1,607	2.27
	1978	2.64	2.67	2.72	2.86	2.32	2.55	2.53	20,722	2.54

Table 7, continued

ITEMS	Date	Median Ratings[a] Am. Ind.	Asian	Black	Hisp.	White	Male	Female	Total Group Number[b]	Median
28. The home economics classes helped students develop skills in maintaining a home, selecting and preparing food and clothing, as well as being an informed consumer	1979	3.00	2.94	3.08	3.09	3.01	2.98	3.04	733	3.03
	1978	--	--	--	--	--	--	--	---	--
29. I learned sufficient mathematical skills in high school to solve many practical problems in everyday life	1979	3.00	3.23	3.08	3.16	3.08	3.20	3.05	1,653	3.11
	1978	3.55	3.77	3.62	3.63	3.64	3.70	3.60	20,764	3.64
30. The principal thing that keeps students in high school is the knowledge that they will need a high school diploma to enter college or to qualify for a good job	1979	2.75	3.20	3.39	3.17	3.05	3.11	3.15	1,650	3.14
	1978	--	--	--	--	--	--	--	---	--
31. My English classes helped me to enjoy reading for pleasure	1979	2.33	2.66	2.88	2.85	2.53	2.46	2.75	1,646	2.64
	1978	3.05	3.04	3.23	3.23	2.72	2.82	3.09	20,518	2.96
32. Courses in high school helped me a great deal in developing an understanding of myself and my talents	1979	2.50	2.70	2.95	2.92	2.64	2.76	2.73	1,643	2.74
	1978	--	--	--	--	--	--	--	---	--
33. I had the opportunity in high school to develop my musical and/or artistic talent. .	1979	3.08	2.71	2.95	2.85	3.01	2.92	2.97	1,201	2.92
	1978	3.48	3.38	3.52	3.33	3.58	3.48	3.53	20,550	3.50
34. Our industrial education classes provided training on up-to-date equipment so that students in those classes could either qualify for a job or develop a personal interest	1979	2.92	2.74	2.90	2.95	2.94	3.00	2.85	851	2.92
	1978	3.05	3.32	3.43	3.52	3.31	3.30	3.46	20,401	3.38

Table 7, continued

	ITEMS	Date	Median Ratings[a] Am. Ind.	Asian	Black	Hisp.	White	Male	Female	Total Group Number[b]	Median
35.	My high school course in American History was most realistic; it helped me understand our nation's past and present problems	1979	2.50	2.86	2.92	2.91	2.85	2.91	2.84	1,628	2.87
		1978	3.30	3.54	3.50	3.56	3.29	3.51	3.32	20,883	3.41
36.	In general, my high school courses were very difficult, and I found it hard to keep up with my work	1979	1.65	1.83	1.80	1.76	1.64	1.76	1.66	1,654	1.70
		1978	--	--	--	--	--	--	--	---	--
37.	My Health education course was a good source of information about the use and abuse of drugs and alcohol	1979	2.85	3.00	3.30	3.18	2.96	3.00	3.07	1,629	3.04
		1978	--	--	--	--	--	--	--	---	--
38.	The Driver Education program helped me pass the tests for my California driver's license	1979	2.90	3.30	3.39	3.43	3.27	3.36	3.28	1,573	3.31
		1978	--	--	--	--	--	--	--	---	--
39.	High schools should encourage all students to learn a job skill	1979	3.72	3.55	3.70	3.59	3.33	3.33	3.58	1,643	3.50
		1978	--	--	--	--	--	--	--	---	--
40.	My high school experience helped me develop my self-motivation and self-discipline for employment, either after high school or after college . .	1979	2.58	2.91	3.12	3.10	2.68	2.79	2.89	1,649	2.85
		1978	3.32	3.47	3.58	3.61	3.15	3.30	3.41	20,662	3.36
41.	How would you rate the education provided you in High School? (1 = excellent, 2 = good, 3 = fair, 4 = poor)	1979	2.00	2.69	2.76	2.72	2.63	2.71	2.62	1,657	2.66
			Percentage Responding "Good" or "Excellent"								
			25.0%	59.4%	62.7%	61.1%	56.4%	60.4%	55.9%	1,657	57.8%

[a] Median ratings based on 1-4 scale, strongly disagree--strongly agree.

[b] See sampling procedure explanation, page 1.

APPENDIX B

Questionnaires

LOS ANGELES UNIFIED SCHOOL DISTRICT
Research and Evaluation Branch

(GRADUATES' OPINION POLL)
A FOLLOW-UP OF LOS ANGELES UNIFIED SCHOOL DISTRICT'S
1978 HIGH SCHOOL GRADUATES

Dear Graduate:

Shortly before you graduated from high school, you completed a questionnaire in which you indicated your post-high school plans for education or employment. Your replies to the initial questionnaire were most helpful, and we would like to thank you for your cooperation.

At the time of the in-school survey, you were informed that one-third of the 1978 graduating class would be asked to participate in a follow-up study. You have been selected as a member of the one-third sample, and we are enclosing the follow-up questionnaire.

We would like to emphasize that your replies will be completely confidential. Your name is requested only to enable us to relate the information of this questionnaire with that given in the earlier in-school questionnaire. The purpose of this study is not to identify graduates by their replies but to provide overall information that can be used to improve the instructional program in Los Angeles Unified School District schools.

Filling in the form will take only a few minutes of your time. When you complete it, please return it to us as soon as possible in the enclosed business-reply envelope.

Thank you very much for your assistance.

Sincerely yours,

FLORALINE I. STEVENS, Director
Research and Evaluation Branch

P.S. -- TO THE PARENT OR GUARDIAN: If your son or daughter is no longer living at home, please forward the enclosed material. If it is difficult to contact your son or daughter, please complete as much of the factual information as possible and return the form to us. Thank you for your assistance.

FIS:tlc

PART I

Please print, type, or check the following information:

1. Name (circle) Mr., Miss, Mrs., _____
   (last) (first) (initial)
2. Sex: Male (1) __ Female (2) _
3. Racial/ethnic group:
   Amer.Ind. (1) _ Asian (2) ___ Black (3) ___ Hisp.(4) ___ White (5) ___
4. Permanent address: _____
   (street) (city) (state) (zip code)
5. From what high school did you graduate? _____

TO THE LAUSD HIGH SCHOOL GRADUATES: Thank you for participating in this survey of the 1978 graduating class. The answers you and other graduates provide will help in the continuing efforts to plan new and better school programs for future high school students.

6. DURING THE WEEK OF MAY 6-12, 1979 WERE YOU -- (mark one only)

Full-time student in a four-year college	(01)	__
Full-time student in a two-year college	(02)	__
Full-time student in a vocational/technical school or skill center	(03)	__
Part-time student only	(04)	__
Part-time student, part-time working	(05)	__
Part-time student, homemaker	(06)	__
Part- or full-time working only	(07)	__
Working under an apprenticeship program	(08)	__
Full-time military service	(09)	__
Full-time homemaker only	(10)	__
Other (travel, taking a break, will attend school later, have no plans)	(11)	__

7. If you were attending a school or college, please give its name: _____ __ __ __

   Number of your class hours/units per week: ___ __ __
   Course or Major _____ __ __ __

8. If you were employed, what job did you have? _____ _ _ _
   Number of hours per week _ _

9. When you completed high school, did you receive: a diploma (01) _ a certificate (02) __ a notice that you passed the California High School Proficiency Examination (03) _

10. Was this diploma/certificate/notice required by your employer in order for you to be hired for this job?
    Yes (01) _ No (02) _ Don't Know (03) _

11. As preparation for your present position (job/school/college), are there courses you did not take but should have taken? Check as many as apply:

Bus. Educ.	(01) _	Foreign Language	(05) _	Math	(09) _
Driver Educ.	(02) _	Health	(06) _	Physical Educ.	(10) _
English	(03) _	Home Economics	(07) _	Lab. Science	(11) _
Fine Arts (Music, Art)	(04) _	Ind. Education	(08) _	Social Science	(12) _

12. As preparation for a <u>future position you would like to have,</u> are there courses you did not take but should have taken? Check as many as apply:

Bus. Educ.	(01) _	Foreign Language	(05) _	Math	(09) _
Driver Educ.	(02) _	Health	(06) _	Physical Educ.	(10) _
English	(03) _	Home Economics	(07) _	Lab. Science	(11) _
Fine Arts (Music, Art)	(04) _	Ind. Education	(08) _	Social Science	(12) _

13. If you were not attending a school or college May 6-12, 1979, but did attend one sometime between high school graduation and May 1979, please fill in the following:

Name of school or college: _____

Amount of time in attendance: Months _ _ Weeks _ _

Reason for leaving:

Completed course	(01) _	Academic difficulties	(04) _
Financial reasons	(02) _	Other (please specify)	(05) _
Personal reasons	(03) _		

PART II

Check (✓) the response which most closely approximates your agreement or disagreement with each of the following statements about your high school experience. PLEASE BE FRANK. No graduates will be identified by his or her response to the statements as Parts I and II will be separated for purposes of tallying and analyzing the responses. Thus, there will be no personal identification. Again thank you for your cooperation.	Strongly Agree	Agree	Disagree	Strongly Disagree	Didn't enroll in this class
14. The counseling staff at my high school gave me helpful advice in career counseling					
15. My high school courses in Government helped me to understand how national, state, and local governments function					
16. Most of my high school classrooms provided a good learning atmosphere					
17. My English classes gave me an adequate preparation in written English skills that are suitable for my employment/further education					
18. My high school offered preparation for a business career that is adequate for a clerical, merchandising, data processing, and/or bookkeeping position					
19. In general, my high school courses were too easy to be challenging					
20. My high school courses helped me understand reports of scientific advancements that I have read about in newspapers and magazines					
21. Courses in my high school helped me understand the economics of inflation, recession, unemployment, strikes, and lockouts					
22. My high school counseling staff gave me helpful advice about colleges and/or other post-high school educational programs					
23. Foreign language courses in my high school gave me some ability to speak and understand the language(s) I studied					
24. My Physical Education teachers took an interest in my developing the skills needed for active recreational activities					
25. Several of my high school courses helped me to become aware of the role of racial and ethnic minorities in the history of our country					
26. My high school experiences helped me to learn how to get along with others of different racial or ethnic backgrounds					
27. The school counselors seemed to have time for meaningful discussions with me about school or personal problems					
28. The Home Economics classes helped students develop skills in maintaining a home, selecting and preparing food and clothing, as well as being an informed consumer					
29. I learned sufficient mathematical skills in high school to solve many practical problems in everyday life					
30. The principal thing that keeps students in high school is the knowledge that they will need a high school diploma to enter college or to qualify for a good job					
31. My English classes helped me to enjoy reading for pleasure					
32. Courses in high school helped me a great deal in developing an understanding of myself and my talents					
33. I had the opportunity in high school to develop my musical and/or artistic talent					
34. Our Industrial Education classes provided training on up-to-date equipment so that students in those classes could either qualify for a job or develop a personal interest					
35. My high school course in American History was most realistic; it helped me understand our nation's past and present problems					
36. In general, my high school courses were very difficult, and I found it hard to keep up with my work					
37. My health education course was a good source of information about the use and abuse of drugs and alcohol					
38. The Driver Education program helped me pass the tests for my California driver's license					
39. High schools should encourage all students to learn a job skill					
40. My school experience helped me develop my self-motivation and self-discipline for employment, either after high school or after college or university					

41. How would you rate the education provided you in high school?
Excellent (1) ☐ Good (2) ☐ Fair (3) ☐ Poor (4) ☐

42. Please write any comments you would like to make about your high school experience.

Thank you for completing this form. Please return it to us in the enclosed business-reply envelope by May 30, 1979.